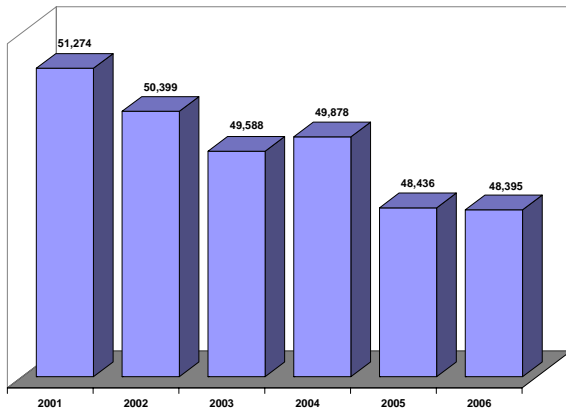


Janet Napolitano, Governor
 Michael D. Branham, Director □ Dianne L. Gadow, Deputy Director
 Volume VII, Number 6 November - December 2006
 Arizona Department of Juvenile Corrections * 1624 West Adams * Phoenix, Arizona 85007 * 602-542-2053

Figure 1: Juveniles Referred to Arizona Juvenile Court



CURRENT ADJC RESEARCH

John Vivian and Vira Meza, 2006 Exit Survey, July 2006.

Common reasons employees left ADJC in 2006 were: to obtain a better job (19%); unsatisfactory working conditions (13%); relocation (11%); health (9%); or insufficient pay (9%). Half of the “leavers” said they had another job, and almost half (47%) of those said it was in the private sector. Leavers were critical of ADJC’s ability to prepare juveniles to deal with the challenges they face at home in their communities. Only one in five leavers thought that juveniles were held accountable for their behavior while in ADJC. On the other hand, almost all of the leavers (79%) reported that they got along well with their co-workers, three quarters (75%) said that their job allowed them to help others, and the vast majority of leavers (70%) said that they enjoyed their work. Most (71%) said that they would work for ADJC again. Employees who did not leave and who remained with ADJC expressed greater satisfaction with being part of the ADJC team than leavers, were more *at ease* on their jobs and had greater feelings of accomplishment. Findings from this study were based on 94 Exit Surveys (ES) submitted to R&D.

The vast majority (82%) of leavers were Safe School staff, and almost half (46%) were Youth Correctional Officers. Procedure 2008.02, requires employees who leave to complete an ES and give it to Human Resources.

LeCroy & Milligan Associates, Inc., Arizona Department of Juvenile Corrections Risk Assessment Project Findings, June 2006

The primary purpose of this project was to construct an interim risk assessment (IRA) tool for ADJC. The function of the IRA is to statistically estimate the likelihood that an offender will continue to be involved in delinquent activity, and classify the offender according to their relative risk of continued involvement. Data were extracted from Youthbase for 1,567 youth released in 2003-2004, allowing for one year of follow-up. Construction and validation of the IRA followed five steps as recommended by the professional literature. The IRA consists for four factors that were found to be significant predictors of recidivism: age at commitment, number of prior referrals, prior abuse and Special Education status. The IRA categorizes 3% of ADJC youth as High Risk, 10% as Medium and 87% as Low Risk to re-offend. Research found that 81% of the High Risk cases recidivated while 58% and 23% respectively of the Medium and Low Risk cases recidivated. The goal of statistical risk assessment is to effectively group offenders by risk level in order to maximize the allocation of resources.

JUVENILE JUSTICE TRIVIA

Which age group has the highest crime victimization rate?

JUVENILE JUSTICE LITERATURE REVIEW

Latessa, E. (2004) Best practices of classification and assessment. *Journal of Community Corrections*, Winter 2003-2004, 4-30.

Over the years, classification and assessment tools have come a long way. From the first formal classification instrument pioneered in 1928 to the most recent and third generation of classification and assessment instruments. The first and second generation tools consisted primarily of static factors and were not capable of identifying target behaviors or measuring change. The most recent, or third generation of assessment tools include both static and dynamic factors, they are standardized and objective and help to distinguish levels of risk or need. One example is the Level of Service Inventory-Revised (LSI-R 1995) which is based on the social learning theory and consists of 54 items in 10 different areas. The LSI-R has been extensively tested and found to be a valid instrument for assessing and classifying offenders in addition to predicting recidivism. There are a number of reasons why the classification and assessment of offenders is important. Among these are that they help to guide and structure decision-making; reduce bias; distinguish levels of risk and need; improve the placement of offenders for treatment and public safety; and increase the effectiveness of managing offenders. Agencies who have implemented classification and assessment instruments should remember that there is not a "one size fits all" strategy for offender assessment. Once a general risk/needs assessment has been conducted, it is often necessary to conduct secondary assessments on specific target areas e.g., substance abuse. Second, assessment is not a "one-time" event. Offender risk and need factors change, and it is thus important to consider assessment as a process rather than an event. Third, offender assessments based on standardized and objective factors are more reliable, easier to use, less time consuming, and less expensive than clinical approaches.

Clark, M., Walters, S., Gingerich, R., and Metzler, M. (2006). Importance, Confidence and Readiness to Change: Motivational Interviewing for Probation and Parole. *Perspectives* 30 (3), 37-45.

The old adage, "You can't make a person change if they don't want to," is only partially true. In fact, there may

be quite a lot you can do to prepare people for change. One strategy is Motivational Interviewing (MI), a counseling approach that is based on the principle that human behavior is motivated. It acknowledges that many people experience ambivalence when deciding to make changes – they both want and don't want to change. It also acknowledges that people can perceive both the advantages and disadvantages of changing, or continuing, with their behaviors. In short, MI was designed to help offenders see the discrepancies between their present addictive/criminal behavior and their long-term goals, to address ambivalence and resistance to change, and create a favorable environment for change. MI is based on four general principles. The first, express empathy, guides officers to share with offenders their understanding of the offenders' perspective. The second, roll with resistance, guides officers to accept offender reluctance to change as natural rather than pathological. The third, develop discrepancy, guides officers to help offenders appreciate the value of change by exploring the discrepancy between how offenders want their lives to be vs. how they currently are. Lastly, the fourth principle, support self-efficacy, guides officers to explicitly embrace offender autonomy and help offenders move toward change successfully and with confidence. Additionally, MI trains officers on specific techniques to enhance one's motivation to change. These techniques (referred to by the acronym "OARS") are: ask open-ended questions, provide affirmations, reflect what you are hearing and seeing, and summarize what has been said. Due to the many advantages this approach offers, those working with reluctant and/or resistant offenders, MI has been named an evidence-based practice and is considered among one of the principles of effective interventions.

JUVENILE JUSTICE TRIVIA ANSWER

According to the Bureau of Justice Statistics (2003), juveniles between the ages of 16 and 19 have a personal crime victimization rate (59 per 1,000) that is double that of young adults between the ages of 25 and 34 (27 per 1,000) and triple that of middle aged persons between 35 and 49 (19 per 1,000).

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